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ABSTRACT

The DATAWave is a weekly publication of the Assessment Resource Office of Eastern New Mexico University (ENMU). Its purpose is to inform the campus community and broader constituencies about assessment issues and practice at ENMU. The issues of this first volume cover the following assessment topics: (1) introduction to the newsletter and report on the College Outcomes Measurement Program; (2) why students choose ENMU; (3) students' values and attitudes; (4) results of the Collegiate Assessment of Academic Proficiency (CAAP); (5) CAAP results by College and ethnicity ; (6) students' perceptions of their remedial needs; (7) academic expectations of freshman students; (8) exploration of CAAP results in writing-I; (9) exploration of CAAP results in writing-II"; (10) exploration of CAAP results in mathematics"; (11) campus environment as measured through first time students; (12) highlights of North Central Association annual meeting; (13) a discussion of student retention; (14) preliminary results from the Student Satisfaction Inventory; (15) summary of volume I; and (16) an assessment questionnaire for the volume. (Contains 17 tables and 42 figures.) (SLD)

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Volume 1, No. Published by Assessment Resource Office, Eastern New Mexico University

ED 390 922

Abstract

The DATAWave is a weekly publication of the Assessment Resource Office (ARO) at Eastern New Mexico University (ENMU). Its purpose is to inform the campus community, and now broader constituencies, on assessment issues and practices at ENMU. ENMU's ten year history of outcomes assessment is reflected in the topics of the 16 editions of this first volume. Editions cover (authors names follow): Introduction and report on the College Outcomes Measurement Program (Testa & Calton); Why Students Choose ENMU (Testa); Students Values and Attitudes (Nolen & Testa); Results of the Collegiate Assessment of Academic Proficiency (CAAP) (Testa); Students Perceptions of Their Remedial Needs (Testa); Freshman Students Academic Expectations (Testa); Exploration of CAAP Results in Writing - I (Testa); Exploration of CAAP Results in Writing - II (Testa); Exploration of CAAP Results in Mathematics (Calton); Campus Environment as Measured Through First Time Students (Testa); Highlights of North Central Association Annual Meeting (Testa); Retention, Retentively, Retentiveness, Retentivity (Haughawaut); Student Satisfaction Inventory Preliminary Results (Testa); Summary - Volume I (Testa); and Survey.

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Volume 1, No. Published by Assessment Resource Office, Eastern New Mexico University

Corrections

In the rush and inexperience of producing a weekly newsletter, mistakes happen. Here are the big ones we know about.

▾Edition 1 - The 2nd and 3rd row of the first column should read: 1989 and 1990, respectively.

▾There are two editions 6, each dated February 20, 1995. The issue titled "Freshman Students Academic Expectations" should be edition number 7, and dated February 27, 1995.

▾In Edition 17, it should be made clear that the graduation rates reported in text are cumulative.

▾The occasional misspelled word, lack of verb agreement, and incorrect use of possessive plural nouns.

Volume-1, No. 1 Published by Assessment Resource Office, Eastern New Mexico University Date:1-16-95

ASSESSMENT UPDATE

Through the State of New Mexico, Commission of Higher Education Research and Public Service Grant, the Assessment Resource Office will be preparing weekly bulletins that briefly highlight outcomes assessments results to the Eastern New Mexico University community.

The purpose of this weekly report is to stimulate campus conversation among faculty, administrators, and professional staff, to increase the use of existing data, and to inform the campus community on assessment issues.

This initial issue of the DataWave contains an update on academic outcomes assessment plans, the mission, goals, and objectives for the Assessment Resource Office, and a report by Dr. Bill Calton summarizing the graduation rates of students who participated in COMP exams. Future editions will report on student views, reasons for choosing ENMU, goals, typology and campus environment from the Cooperative Institutional Research Project (CIRP) freshmen survey, CAAP results, and other ENMU assessment results and activities.

Finally, it is hoped that this will be a forum for others to discuss their activities and results. If you have, or are conducting, research on how students learn, grow, and develop, please consider using the DataWave as a means for sharing your findings.

LATEST ON ACADEMIC PLANS

In September the Assessment Committee, in anticipation of submitting ENMU's academic outcomes assessment plans to NCA agreed that academic departments should have a draft of their plans to the assessment committee by December 1994. Frankly, we all swallowed hard and agreed that this needed to be done.

Reports from the College Deans and Dr. Mehaffy's office are that the vast majority of academic departments met the deadline! In addition to finalizing the plans for baccalaureate programs, departments must be aware that plans need to be developed for minors, and graduate programs.

Please feel free to call upon the Assessment Resource Office for assistance.

ASSESSMENT RESOURCE OFFICE

MISSION:

- The Assessment Resource Office intends to assist the University in becoming one of the premier comprehensive universities in student education in the Southwest by facilitating collaborative assessment among faculty and administration. In so doing, ENMU will be recognized as a regional and national leader in the field of outcomes assessment and student learning.

GOALS:

- To facilitate the study of students' patterns of learning and effective post secondary teaching.
- To add to the theory base of how students learn and develop, while emphasizing the implementation of more effective teaching strategies and student support programs at the University.

OBJECTIVES:

- To facilitate the development of an outcomes assessment plan for each academic major, the general education curriculum, student support programs, and overall university effectiveness.

- To coordinate the outcomes assessment plans developed by the various academic departments, administrative units, and student support areas into a collective whole for dissemination to the North Central Association.

- To report on the results of the University's assessment plans to the President, the Board of Regents, Vice-Presidents, Academic Deans, the University Assessment Committee, and the campus community.
- To conduct evaluation of existing data (CIRP, CAAP, COMP, FUS, student enrollment data) and prepare reports for the university community.

PRELIMINARY REPORT ON GRADUATION RATES, NOVEMBER 1994

From Bill Calton

Dean Caldwell provided release time, Spring, 1994, for me to look at results from the COMP test and attempt to provide data for our assessment efforts.

The tables below were compiled by comparing the first semester freshmen students who took the COMP exams given in September of 1988, 1989, and 1990, with the Graduation Report given to the CHE for the years 90-91, 473 degrees; 91-92, 539 degrees; 92-93, 525 degrees; and 93-94, 566 degrees.

COMP Freshmen 1988	Graduated in 3 years	Graduated in 4 years	Graduated in 5 years	Graduated in 6 years
N = 676 M: 376 56% F: 298 44% Median ACT: 17	8 1%	N = 66 10% M: 48 73% F: 18 27% Median ACT: 24	N = 79 12% M: 50 63% F: 29 37% Median ACT: 16	N = 37 5% M: 22 59% F: 18 41% Median ACT: 18

COMP Freshmen 1988	Graduated in 3 years	Graduated in 4 years	Graduated in 5 years
N = 645 M: 348 54% F: 297 46% Median ACT: 18	4 0%	N = 50 8% M: 34 68% F: 16 32% Median ACT: 23	N = 80 12% M: 51 64% F: 29 36% Median ACT: 20

COMP Freshmen 1988	Graduated in 3 years	Graduated in 4 years
N = 649 M: 312 48% F: 337 52% Median ACT: 19	3 0%	N = 55 8% M: 16 29% F: 38 71% Median ACT: 24

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E A S T E R N N E W M E X I C O U N I V E R S I T Y

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Volume 1, No. 2 Published by Assessment Resource Office, Eastern New Mexico University Date:1-23-95

WHY ENMU ?

The Cooperative Institutional Research Project (CIRP) Freshman Survey, sponsored by the Higher Education Research Institute at UCLA, is the largest and oldest project of its kind. The CIRP annually surveys freshman students on demographic data, high school preparation, values, attitudes, goals, and opinions.

The CIRP is administered to more than 200,000 freshmen at over 400 colleges and universities. Eastern has administered the freshmen survey since 1987.

In this issue of the DataWave, students' reasons for choosing ENMU are reported. The results over the seven years reported are very consistent.

The top five reasons that freshman students reported for choosing ENMU are:

1. Low Tuition
2. Good Academic Reputation
3. Size of College
4. Offered Financial Aid
5. Good Social Reputation

The percentage of students who felt attending ENMU for any particular reason was "important" are a combination of those who responded "very important" and "somewhat important."

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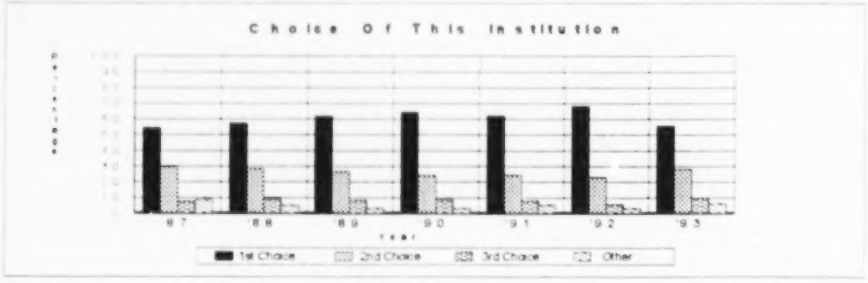

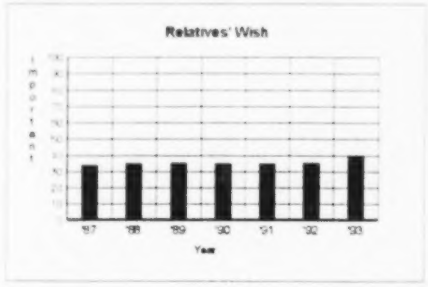

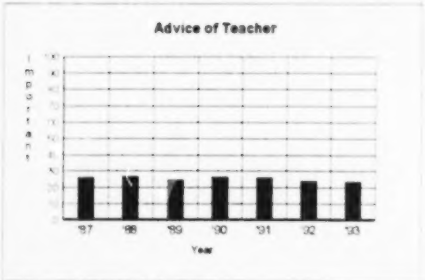

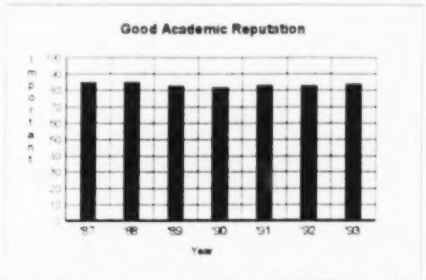

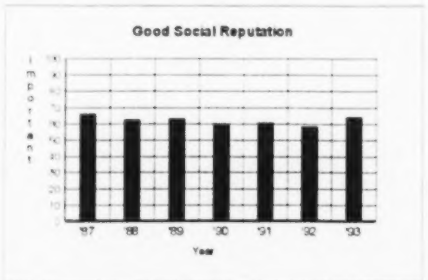

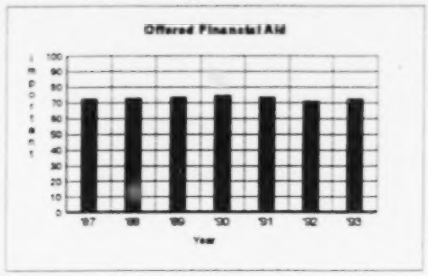

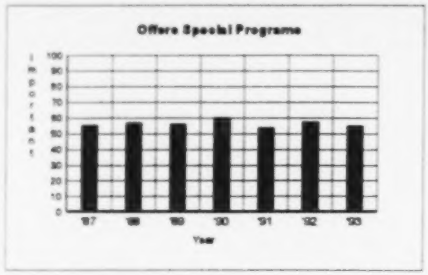

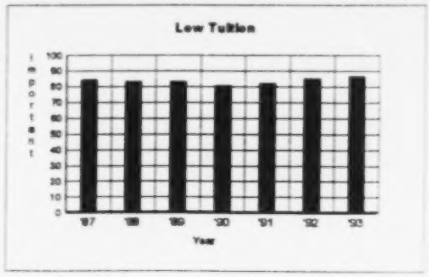

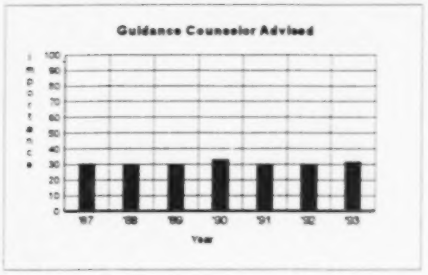

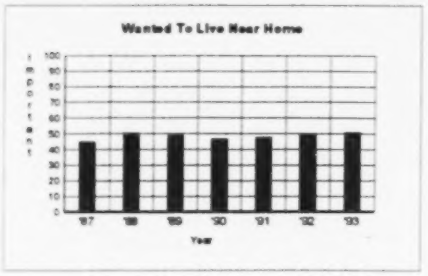

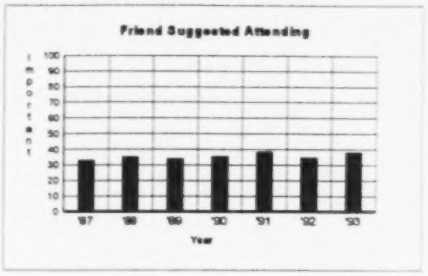

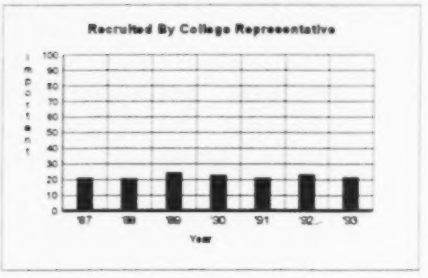

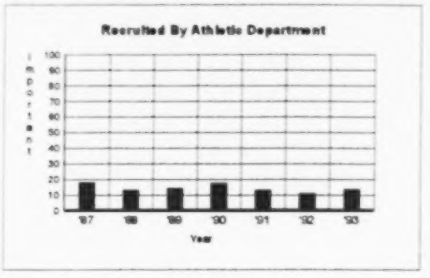

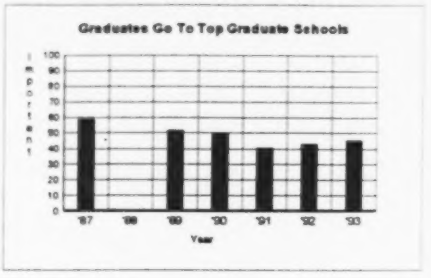

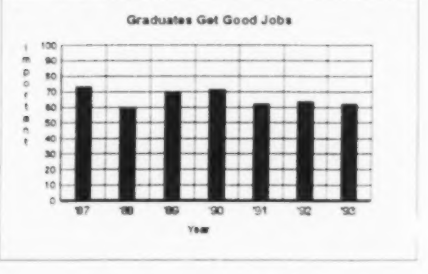

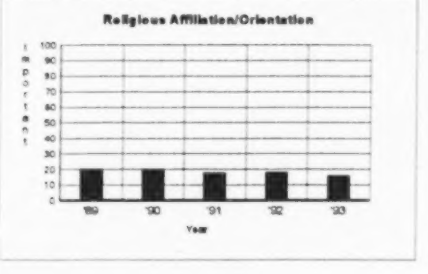

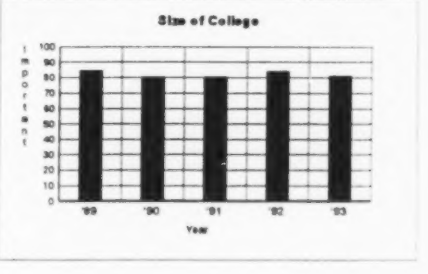

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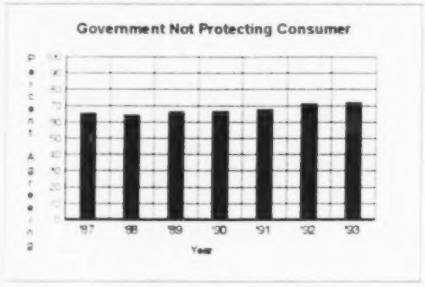
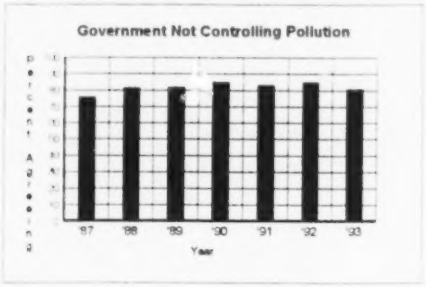
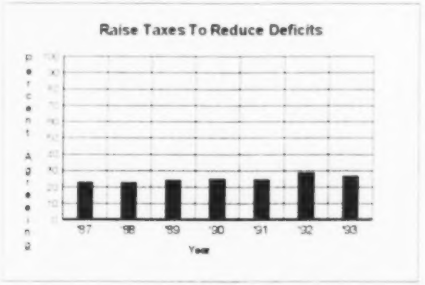
Volume 1, No. 3 Published by Assessment Resource Office, Eastern New Mexico University Date:1-30-95

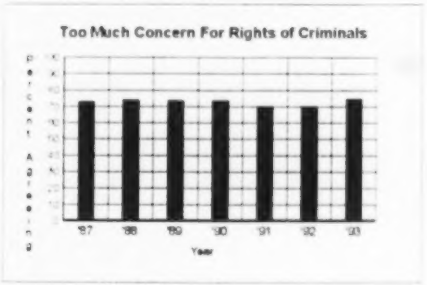
ENMU has since 1987 participated in the Cooperative Institutional Research Project (CIRP) Freshmen Survey. This edition of the DataWave reports responses on 19 questions to first year students regarding their views and opinions. The percentile scores for students agreeing with any particular question were calculated by adding the responses of those who "strongly agree" with those who "somewhat agree." Other answers available to participants were "somewhat disagree" and "disagree." According to CIRP results, freshmen at Eastern New Mexico University are conservative in some areas and liberal in others. They do not want marijuana to be legalized and encourage employer drug testing. Most of the freshmen at ENMU feel that it is not all right to have sex if people like one another and they have increasingly felt that men are not entitled to sex if "lead on." They have consistently felt that taxes should not be raised to reduce deficits and federal military spending should not increase. ENMU freshmen believe there is too much concern for criminals' rights and the death penalty should not be abolished.

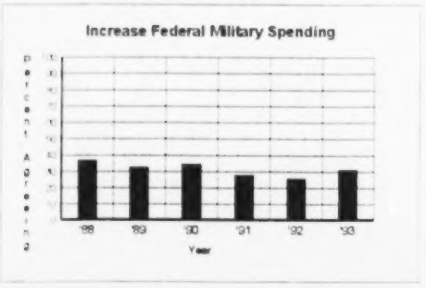
They do, however, want the government to become more involved in gun control, pollution control, consumer protectionism, and in developing a national health care plan. More than half of the students want abortion to be legalized while in turn they think sex is not OK. ENMU freshmen advocate control of AIDS by mandatory testing and half believe that homosexual relations should be prohibited while the other half believe otherwise. Two progressive ideas held by ENMU freshmen are that married women aren't obligated to remain in the home, and that it is "OK" to bus students in order to achieve a racial balance. The view that nuclear disarmament is attainable and that college increases earning power also prevail among ENMU freshmen in six years of study.

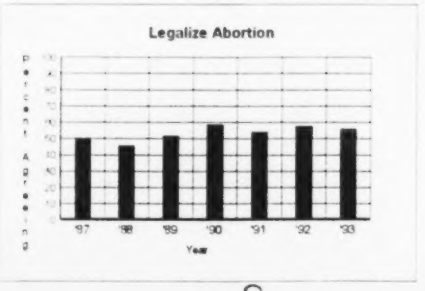


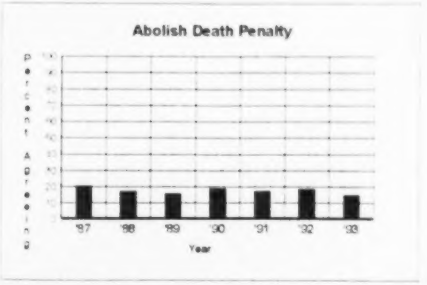


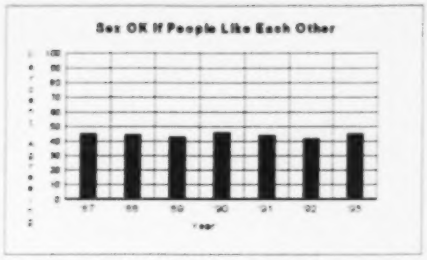


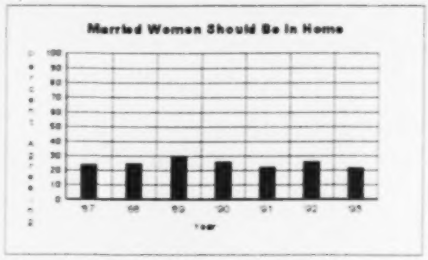


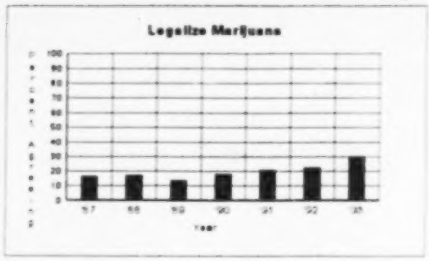


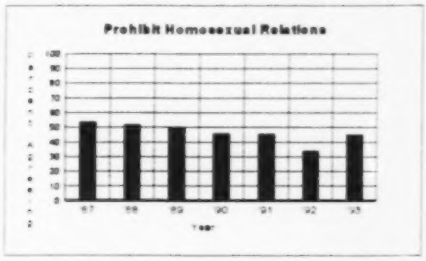


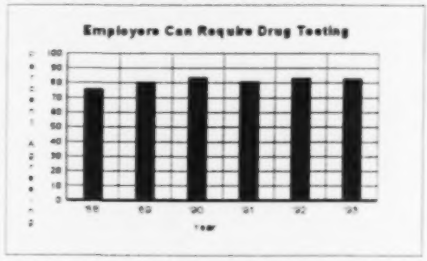


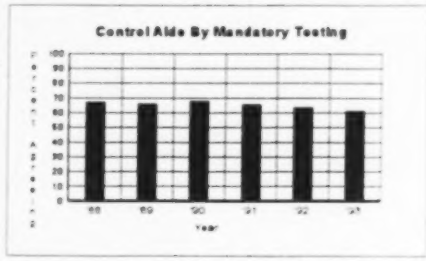


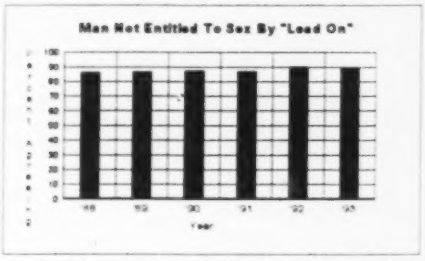


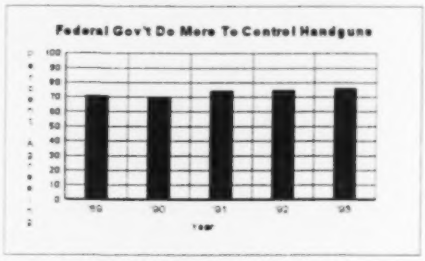


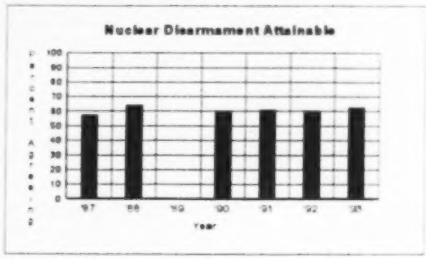


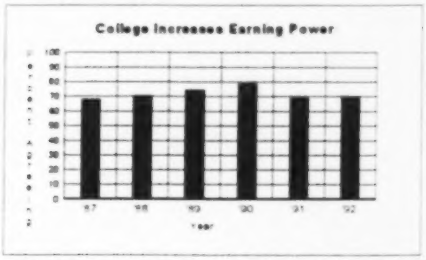


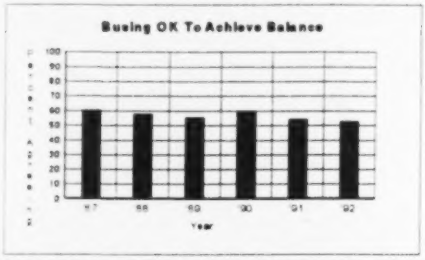


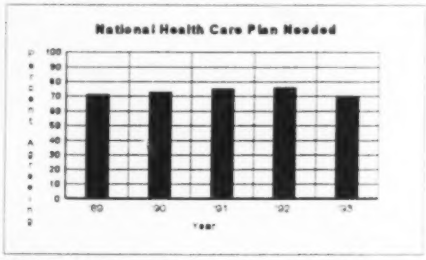












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E A S T E R N N E W M E X I C O U N I V E R S I T Y

Assessment Resource Office
Station 9

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As part of Eastern New Mexico University's (ENMU) continuing efforts to maintain the quality of its academic programs and to determine student achievement in general education, the University administered the Collegiate Assessment of Academic Proficiency (CAAP) to 668 students during the Fall, Spring, and Summer terms of Academic Year 1993-94. Five hundred and fifty-six students completed the CAAP during the Fall, ninety-five during the Spring, and seventeen during the Summer. The CAAP is designed to assess general education foundation skills typically attained by the end of the first two years of college. CAAP results are reported in five scale scores, three of which are composed, in part, of subscale scores. This edition of the DataWave reports, and offers some preliminary analysis of CAAP reports for ENMU, and sub-populations by gender, and transfers versus native students.

In comparison to national norms, ENMU students who completed the CAAP performed best in Reading and Critical Thinking. Results were poorest in Mathematics and Science Reasoning. The national percentiles that are reported constantly underreport the true ranking for ENMU students who completed the CAAP. This is due to the distribution of percentiles from standard score to standard score. Review of normative data revealed that the difference from one scale score to another (one point difference), may equate 4-6 percentage points. Attempts to calculate national percentiles from the national mean and standard deviations also do not result in true estimates of ENMU mean scores as the distribution of scores do not truly resemble a normal curve.

Women students consistently scored higher than men, and this may be due to women ascribing more meaning to participating in the CAAP (women self-reported higher motivation scores in completing the CAAP). It is also speculated that women try harder (i.e., are better students) as a compensation for cultural discrimination, are more likely to follow instructions, and tend to be older than their male counterparts (if age can be associated with maturity, and maturity with academic achievement). There is also the tradition of women, in the elementary and secondary education experiences, to be encouraged to achieve in language skills, where young men are encouraged to perform in quantitative endeavors.

Native students are defined as those who reported attending ENMU as first-time freshmen. Transfer students are all those students who indicated that they were not first-time freshmen at ENMU. ENMU native students consistently scored higher on the CAAP than did transfer students. Reasons for this difference may be somewhat accounted for in that the native sample has a larger proportion of women, and that the transfer sample is older (including more of the relatively less motivated mid-to-late 20's cohort). It is plausible that this difference in scores can be accounted for in lower division preparation in general education classes. Further investigation of general education coursework completed by students is necessary to test this hypothesis.

Table 1: ENMU CAAP Results during the 1993-1994 Academic Year

Scale Score	National Mean	National Standard Deviation	ENMU Mean	ENMU Standard Deviation	National Percentile
WRITING SKILLS	63.7	4.7	63.1	4.8	46
USAGE/MECHANICS	16.9	2.3	16.7	2.4	56
RHETORIC SKILLS	16.9	2.4	16.6	2.5	42
MATHEMATICS	58.2	3.8	56.2	3.5	34
ALGEBRA	15.0	1.9	14.1	1.8	37
READING	62.5	5.3	62.5	5.5	50
ARTS/LITERATURE	16.2	2.7	16.2	2.8	50
SOCIAL STUDIES/ SCIENCE	16.2	2.7	16.4	2.7	42
CRITICAL THINKING	62.7	5.2	62.6	5.3	43
SCIENCE REASONING	61.4	4.7	60.0	4.4	43

Table 2: Comparison of CAAP Scores Between ENMU Native Freshmen and Transfers

	Transfer Students Mean Scores	First-time Freshmen Mean Scores
Writing Skills	62.5	63.6
Mathematics	55.8	56.5
Reading	62.0	62.8
Critical Thinking	62.2	62.8
Science Reasoning	59.7	60.1
Usage/Mechanics	16.3	16.9
Rhetoric	16.4	16.9
Algebra	13.9	14.2
Arts/Literature	16.1	16.3
Social Studies/Sciences	16.2	16.5

Table 3: Comparison of CAAP Scores Between ENMU Women and Men

	Women Mean Scores	Men Mean Scores
Writing Skills	64.1	61.7
Mathematics	55.9	56.5
Reading	63.2	61.4
Critical Thinking	62.9	62.0
Science Reasoning	59.7	60.2
Usage/Mechanics	17.1	16.0
Rhetoric	17.1	16.0
Algebra	14.0	14.2
Arts/Literature	16.4	15.8
Social Studies/Sciences	16.6	16.0

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E A S T E R N N E W M E X I C O U N I V E R S I T Y

Assessment Resource Office
Station 9

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In the last issue of the DataWave, scores for the Collegiate Assessment of Academic Proficiency (CAAP) for the ENMU-Portales campus, and sub-categories by gender and native/transfer status were reported and discussed. In this issue, CAAP scores are reported by College and by Ethnicity.

The CAAP directs participants to select one of twenty-two majors. These majors were in turn recoded to represent the most appropriate College at ENMU. It should be observed that these are not precise observations, as the major codes provided by ACT for the CAAP do not directly match those offered by ENMU and its four Colleges. It is also important to note that the sample size for the four colleges is not the same. For AY 1994-95 the distribution of participants was: COB 131, COET 188, COFA 51, CLAS 289, undeclared 2, and missing 3.

For the Writing Skills Scale and its two subscales, the highest average was achieved by the College of Fine Arts. The College of Liberal Arts and Sciences achieved the highest mean scores for Reading Skills and its subscales, Science Reasoning, and Critical Thinking. The College of Business students achieved the highest scores for Mathematics Skills and its subscale.

Students who self-reported their ethnicity as White/Caucasian consistently scored higher on the CAAP than any other ethnic group (students who identified themselves as 'Other' were highest, but this category by definition precludes inclusion in analysis by ethnicity). The most alarming results were those achieved by students who identified themselves as African American/Black. This group consistently scored lower than the ENMU mean scores, sometimes as much as a standard deviation.

The meaning of the results on the CAAP for ENMU students when compared by ethnicity can be interpreted in a variety of ways. Not considered by this author is the belief, again receiving popular attention, that ethnicity and race carry with it genetic disposition linked to achievement. From a sociocultural and psychosocial development perspective, it would seem that the results indicate: a) a lack of meaning for certain ethnic minority groups in completing the CAAP, b) a cultural bias in the development of the CAAP, or c) poorer preparation for university work as a function of socioeconomic status.

These past two issues of the DataWave have presented some preliminary findings of ENMU's CAAP assessment. Future editions will analyze CAAP results against other variables, which will include CIRP data, and course sequencing information. Individuals desiring more detailed analyses of CAAP data are encouraged to contact Dr. Alec Testa at the Assessment Resource Office (extension 4313).

CAAP Mean Scores by College

	ENMU		COB		COET		COFA		CLAS	
SCALE SCORE	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
WRITING SKILLS	63.1	4.8	63.2	4.7	62.1	4.8	63.8	4.7	63.6	4.9
Usage/Mechanics	16.7	2.4	16.8	2.3	16.2	2.4	16.9	2.4	16.8	2.5
Rhetoric Skills	16.6	2.5	16.6	2.5	16.1	2.6	16.9	2.5	16.9	2.5
MATHEMATICS	56.2	3.5	56.7	3.3	55.5	3.1	55.8	3.5	56.5	3.7
Algebra	14.1	1.8	14.5	1.7	13.6	1.7	14.0	2.0	14.2	1.9
READING	62.5	5.5	62.3	5.3	61.3	5.3	62.9	5.6	63.3	5.6
Arts/Literature	16.2	2.8	16.0	2.8	15.8	2.7	16.3	2.7	16.5	2.8
Social Studies/Science	16.3	2.7	16.2	2.8	15.9	2.7	16.4	2.6	16.7	2.7
CRITICAL THINKING	62.5	5.3	62.8	4.8	61.2	5.1	63.0	5.1	63.3	5.5
SCIENCE REASONING	59.9	4.4	60.3	4.0	59.1	4.4	59.8	4.3	60.4	4.5

CAAP Scores by Ethnicity

	Number	Writing	Usage	Rhetoric	Reading	Arts & Literature
Total Population	661	63.11	16.65	16.61	62.48	16.61
African American	35	57.77	14.20	13.85	57.40	13.83
American Indian/Alaskan Native	21	62.33	15.90	16.62	62.28	16.05
White/Caucasian	403	64.23	17.16	17.20	63.36	16.60
Mexican American	76	61.31	16.03	15.61	60.75	15.72
Asian, Pacific Islander	9	57.44	14.00	13.55	58.44	14.78
Puerto Rican, Cuban, Other Hispanic	47	61.31	15.96	15.61	60.68	15.26
Filipino	2	63.50	17.00	16.50	64.50	16.00
Other	12	64.50	17.25	17.25	63.50	16.67
Prefer Not To Respond	56	63.18	16.55	16.53	63.57	16.43

	Number	Social Studies/ Sciences	Math	Algebra	Critical Thinking	Science Reasoning
Total Population	661	16.34	56.15	14.07	62.53	59.90
African American	35	14.03	54.51	13.23	58.34	55.80
American Indian/Alaskan Native	21	16.67	55.24	13.71	61.57	59.67
White/Caucasian	403	16.70	56.73	14.36	63.50	60.83
Mexican American	76	15.86	55.21	13.58	60.58	58.16
Asian, Pacific Islander	9	14.67	55.11	13.78	57.56	57.56
Puerto Rican, Cuban, Other Hispanic	47	15.57	55.40	13.62	59.87	57.85
Filipino	2	18.50	56.00	13.50	60.50	62.00
Other	12	16.67	56.33	14.25	65.25	60.33
Prefer Not To Respond	56	16.57	55.41	13.79	63.77	60.20

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EASTERN NEW MEXICO UNIVERSITY

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STUDENTS INCREASINGLY FEEL NEED FOR REMEDIAL ASSISTANCE

In the past two issues of the DataWave, preliminary results from the Collegiate Assessment of Academic Proficiency (CAAP) were reported and discussed. It was anticipated that in this issue, first-time freshman students' expectations and goals for their academic experience here at ENMU would be discussed. In preparing that data for the report, interesting trends that seem to warrant the attention of the ENMU community were identified. In this issue of the DataWave, students self-report of whether they had remedial work, or belief that they currently have a need for remedial work, in five subject areas will be reviewed. Students' academic expectations and goals will be discussed in the next DataWave.

The Collegiate Institutional Research Project (CIRP) Freshman Survey questions students on their remedial preparation and expected need for remedial preparation every two years. ENMU has local data for those freshmen who matriculated in the Fall of 1989, 1991, and 1993. ENMU students, for those three administrations, have in general, reported an increasing amount of remedial instruction in five academic subject areas (see Table I). During the same period of time, the national average for publicly supported colleges and universities with low admission selectivity (the cohort of which ENMU is a member) showed that students are reporting less and less amounts of remedial preparation at the secondary level. Because of these two trends, ENMU has gone from below the average number of students having remedial experiences in 1989 in all five subject areas, to above the national average in 1993 (with the exception of Mathematics).

It is difficult to speculate why national norms are trending in one direction, and local ones in another. Explanations are invited from readers of the DATAWave. Demographic and other background variables of students who completed the CIRP were investigated as possible explanations. The age, gender, ethnicity, ACT scores, high school grade point average, and years of high school preparation in academic areas were investigated, and no significant differences for the three years were found. Regardless, it can be observed that students matriculating at ENMU are increasingly reporting that they have had remedial coursework.

The number of students who participated in the CIRP who are reporting that they believe they will need remedial coursework has also risen (see Table II). National norms show a curvilinear relationship--they go up, and then they go down--which is difficult to explain. Currently, ENMU students self-report more of a need for remedial assistance than does the national cohort. In 1993, one-fifth of students anticipated assistance in English, one-half expected difficulties in Mathematics, and more than one-fifth of the students suspected they would require remedial work in Science and Foreign Language.

It was suspected that the rise of students reporting having had remedial coursework and the number of students anticipating a need for remedial assistance would be associated. A cross-tab analysis was conducted (see Table III). It was found that very few of the students who had remedial coursework anticipated requiring additional assistance. The majority of the students who reported that they anticipated a need for remedial assistance had not received remedial assistance at the secondary level.

In conclusion, it appears that more and more first-time freshmen at ENMU are lacking confidence in their academic abilities (more will be explored next week on students self-reported academic perceptions and goals). It may be that students are increasingly anticipating more academic rigor at the University, or they believe they are more poorly prepared. The former may be a positive outcome, while the latter indicates a need for additional attention (if not preparation) at the secondary level and/or the admission process.

Table I
CIRP Participants Reporting That They Had Remedial Preparation In

	English	Reading	Math	Soc. Stud.	Science	For. Lang.
1989 - ENMU	5.4%	5.4%	10.1%	3.4%	4.5%	3.4%
1989 - NAT'L	8.5%	7.7%	13.9%	5.9%	6.7%	6.8%
1991 - ENMU	6.4%	4.2%	13.4%	2.7%	2.3%	2.4%
1991 - NAT'L	6.5%	6.5%	11.4%	5.3%	5.3%	5.0%
1993 - ENMU	7.6%	8.2%	10.2%	5.8%	5.2%	4.5%
1993 - NAT'L	5.2%	5.1%	11.2%	3.7%	4.1%	4.2%

Note: National norms are for small public colleges and universities with low admission selectivity

Table II
CIRP Participants Reporting That They Need Remedial Preparation In

	English	Reading	Math	Soc. Stud.	Science	For. Lang.
1989 - ENMU	17.4%	5.7%	32.3%	5.3%	13.7%	13.7%
1989 - NAT'L	12.6%	5.1%	29.2%	4.0%	12.7%	13.1%
1991 - ENMU	19.5%	7.4%	44.9%	7.6%	21.9%	16.7%
1991 - NAT'L	17.0%	6.9%	38.6%	5.7%	15.7%	15.2%
1993 - ENMU	21.9%	6.7%	49.0%	8.3%	23.0%	21.0%
1993 - NAT'L	13.7%	4.4%	35.8%	4.5%	14.8%	13.4%

Note: National norms are for small public colleges and universities with low admission selectivity

Table III
Summary of Cross-Tab Comparison of
ENMU Students Who Had & Need Remedial Assistance In

	English	Reading	Math	Soc. Stud.	Science	For. Lang.
1989 - ENMU	92	91	124	61	58	49
1989 - NAT'L	295	97	596	108	291	258
1991 - ENMU	8	0	52	0	4	4

Note: The total population for 1989, 1991, and 1993 CIRP administration was 1556.

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FRESHMEN STUDENTS ACADEMIC EXPECTATIONS

In the last issue of the DATAWave, first-time students self-reported needs for, or participation in, remedial coursework was discussed. In this issue, students' self-reports of academic abilities and expectations are reported and compared to national norms. Once again, the data for this report is from the Cooperative Institutional Research Project (CIRP) Freshman Survey which has been conducted at Eastern since 1987, and is nationally given to more than 200,000 students at over 400 colleges and universities.

When asked to rank their academic abilities, more Eastern incoming freshmen report their abilities as above average when compared to the national norms for public universities with low admission selectivity (see Tables I and II). On average, more than 40% of Eastern students state that their academic abilities are above average. Students were further asked to rate their abilities in writing, public speaking, and mathematics.

Only in the area of mathematics do students consistently rate their abilities as above average more often than do students nationwide. In the area of writing skills, fewer students proportionally rank their abilities above average. Overall, Eastern students are more often confident in their public speaking skills than the national samples, but not to the same degree as seen in the data for mathematics. Should readers reflect on previous editions of the DATAWave, these may seem somewhat inconsistent.

The Collegiate Assessment of Academic Proficiency (CAAP) results showed that Eastern students performed best in the area of writing, and when identifying a need for remedial assistance, students were more likely to indicate a need for assistance in mathematics than in English. When students' self-report of academic abilities were compared to their reported need for remediation, not surpassingly, the higher the ranking in ability, the less the perceived need for remediation. Further *post hoc* analysis revealed an association between students' perceptions of ability and performance in coursework, and CAAP results (these will be further discussed in future editions of the DATAWave).

Students were also asked to report on their expectations of making a "B" average. Eastern students are consistently more confident than students nationally on their ability to perform, and on average more than 40% of students expect to exceed a 3.00 GPA. Only 12% of students anticipate they will graduate with honors, and this result is consistent with the national average. The number of students who expect to graduate with honors is consistent with the percentage of students who expect to be elected to an academic honor society. Also consistent with the national average, is the number of students who expect to earn a bachelor's degree. For the 7 years of CIRP data reported here, 70% of incoming students each year expect to graduate. This figure is extremely inconsistent with the number who do actually graduate (estimated as approximately 40%).

Two percent of any freshman class anticipate they will fail one or more classes, drop out temporarily, or drop out permanently. These expectations are inconsistent with the actual results.

Eastern students are also somewhat less inclined to be satisfied with this institution than students in the national sample, but overall 40% of students expect to be satisfied here. Furthermore, Eastern students do not anticipate changing majors to a greater degree than their peers nationally, but they are much more likely to be planning on transferring to another institution. More than one-fifth of Eastern's incoming freshmen report that they plan to transfer to another institution, while the national average for the same years is less than 15%.

In conclusion, Eastern students' relatively high self-ratings, when compared to the high anticipated need for remedial assistance discussed last week, indicates that there is much variance in the abilities of our incoming students. Students seem to be relatively poor estimators of the likelihood that they will drop-out temporarily or permanently, or if they will change majors. And finally, many of our students report that they plan to transfer from this institution.

ENMU

STUDENT REPORTS OF ACADEMIC EXPECTATIONS
above average responses from CIRP freshman survey

	1987	1988	1989	1990	1991	1992	1993	cumm
Academic Ability	40.9%	44.8%	43.5%	41.0%	42.5%	43.1%	41.9%	42.5%
Writing Ability	32.9%	38.2%	37.9%	38.5%	39.8%	46.0%	39.0%	38.2%
Public Speaking Ability	27.6%	26.8%	31.2%	26.3%	30.6%	32.7%	31.7%	29.2%
Math Ability	25.8%	30.7%	29.5%	24.0%	23.0%	16.3%	23.6%	25.6%
Make a "B" Average	39.3%	43.0%	42.0%	41.2%	44.6%	42.6%	44.0%	42.4%
Grad. w/Honors	11.7%	12.5%	11.8%	14.0%	14.7%	17.8%	10.6%	12.9%
Get Bachelor's degree	72.8%	68.9%	69.6%	70.6%	73.3%	69.3%	67.7%	70.4%
Fail 1 or more classes	1.4%	1.1%	1.3%	1.5%	1.8%	1.5%	2.0%	1.5%
Drop out temporarily	3.0%	1.8%	1.4%	1.6%	2.6%	1.5%	2.0%	2.0%
Drop out permanently	1.2%	.7%	.9%	1.1%	.9%	.5%	1.3%	1.0%
Change major field	12.5%	10.9%	11.2%	11.8%	11.6%	13.9%	11.5%	11.7%
Be satisfied w/fresh. coll.	41.5%	45.2%	39.3%	41.2%	41.4%	38.6%	35.6%	40.7%
Be elected to acad. honor soc.	7.5%	7.9%	7.1%	8.7%	9.2%	9.4%	5.6%	7.8%
Transfer to another coll.	18.3%	19.8	21.7%	21.4%	17.7%	20.3%	23.9%	20.4%

STUDENT REPORTS OF ACADEMIC EXPECTATIONS
above average responses from CIRP freshman survey

	1987	1988	1989	1990	1991	1992	1993
Academic Ability	47.3%	44.2%	51.1%	46.0%	46.0%	50.8%	48.2%
Writing Ability	35.3%	34.1%	37.1%	35.7%	36.9%	38.8%	37.9%
Public Speaking Ability	28.3%	27.3%	27.9%	26.6%	26.8%	27.8%	28.4%
Math Ability	34.1%	31.1%	34.1%	30.2%	29.6%	33.6%	30.9%
Make a "B" Average	31.8%	32.3%	36.8%	36.0%	35.9%	39.0%	40.3%
Grad. w/Honors	10.8%	10.1%	12.6%	13.0%	12.6%	13.9%	14.2%
Get Bachelor's degree	70.4%	67.5%	70.6%	69.8%	69.7%	70.3%	72.5%
Fail 1 or more classes	1.9%	1.7%	1.7%	1.6%	1.9%	1.5%	1.2%
Drop out temporarily	1.3%	1.2%	1.3%	1.4%	1.4%	1.1%	1.3%
Drop out permanently	1.0%	1.0%	.9%	1.1%	1.1%	1.0%	1.0%
Change major field	13.3%	12.5%	13.0%	11.9%	11.6%	12.3%	12.5%
Be satisfied w/fresh. coll.	44.8%	43.5%	42.7%	46.0%	45.4%	47.2%	45.5%
Be elected to acad. honor soc.	6.3%	6.1%	8.1%	8.1%	7.4%	7.7%	7.7%
Transfer to another coll.	13.0%	15.4%	15.7%	15.0%	15.0%	13.8%	14.5%

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EASTERN NEW MEXICO UNIVERSITY

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EXPLORATION OF CAAP RESULTS IN WRITING

In an earlier edition of the DATAWave (February 6, 1995), ENMU results for the Collegiate Assessment of Academic Proficiency (CAAP) were reported. CAAP results were reported for each scale and subscale, by sex, and by ENMU native freshmen in comparison to transfers. A subsequent edition explored CAAP results by college and ethnicity. In both cases, attempts were made to explain the variance in students' scores. In this edition of the DATAWave, the scores on the Writing Scale will be explored vis-à-vis course performance.

In Academic Year 1993-94, 668 ENMU students participated in the CAAP. The mean score in Writing was 63.7 and the national mean for four-year public college sophomores was 63.7. An appropriate explanation of students performance for the CAAP may be their general education courses in English. Table I lists the mean score of students on the CAAP Writing Scale by the grades earned in English 102 (Basic Composition) and English 104 (Composition and Writing). Also listed is the number of students who scored above the national median. When students' grades were included in a linear regression analysis, grades in English 102 accounted for 19% of the variance in CAAP writing scores, and English 104, 15%. When both classes were included in a stepwise regression analysis, 23% of the variance was accounted for.

Table II lists the results of a bivariate correlational analysis of grades in English 102 and 104 and scores on the CAAP Writing Scale. Each item was statistically significantly associated with each other, with correlations ranging from .40 to .49.

CONCLUSION: Students who do well in English 102 and 104 do best on the CAAP. These are reasons unexplained that students without these courses perform better than those who have taken them. It is not known if additional English classes were taken by these students at another institution. Course performance does explain a significant amount of the variance in CAAP Writing Scores, and course and CAAP performance were significantly correlated. These results might indicate that those students who earn the highest grades have learned the most, and therefore, achieve the highest CAAP scores. There may be, however, other background variables which explain these results--ability, for example.

In the next issue of the DATAWave, other variables will be explored with regards to Writing Skills. These include remediation coursework, age, ethnicity, gender, grade point average, students goals, and self-ratings of their abilities.

CONFERENCE REMINDER

Faculty, administrators, and staff are reminded that the New Mexico Higher Education Assessment Conference will be held on March 30 and 31 in Albuquerque. The Assessment Resource Office can support the travel of a limited number of those who would like to attend. For more information, contact Dr. Testa at extension 4313.

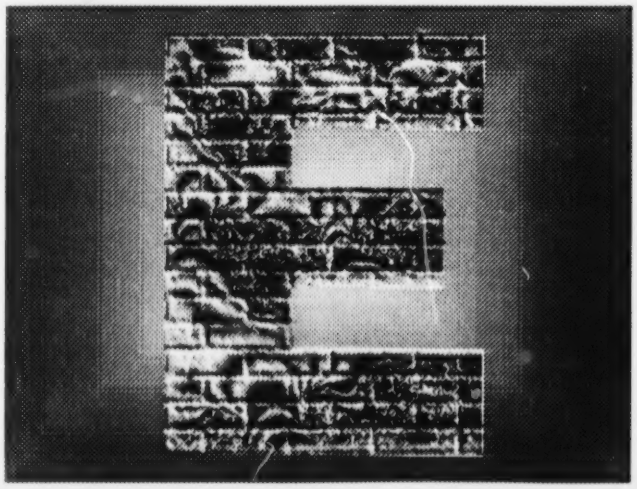

TABLE I
Students CAAP Performance Writing Scale by Course

GRADE	N	$\bar{x}$	MDN	N	$\bar{x}$	MDN
A	98	65.43	71.0%	101	65.40	66.3%
B	102	62.11	40.0%	88	62.46	45.5%
C	59	60.32	20.0%	71	61.78	26.8%
D	17	60.65	23.5%	17	59.12	17.6%
F	7	58.57	0.0%	16	59.93	18.8%
No Grade	385	63.49	51.0%	375	63.27	51.2%
Total	668	63.10	48.2%	668	63.1	48.2%

TABLE II
Bivariate Correlates of English 102, English 104, and CAAP Writing Scores

	ENG 102	ENG 104	WRITING SCORE
ENG 102		.49 (N=216) P=.00	.43 (N=283) P=.00
ENG 104	.49 (N=216) P=.00		.40 (N=293) P=.00
WRITING SCORE	.44 (N=283) P=.00	.40 (N=293) P=.00	

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E A S T E R N N E W M E X I C O U N I V E R S I T Y
Assessment Resource Office
Station 9

Volume 1, No. 9 Published by Assessment Resource Office, Eastern New Mexico University Date: 3-13-95

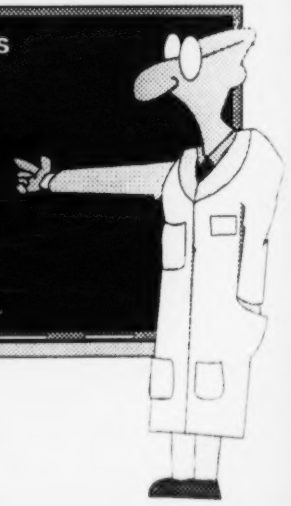
In the last issue of the DATAWave, students' performance on the Collegiate Assessment of Academic Proficiency Writing Scale (CAAP-WS) was compared with performance in English 102 and 104. In this edition, CAAP-WS scores are compared to: grades earned in other classes, students' goals and self ratings on the CIRP freshman survey, demographic variables, motivation and perceived needs for remedial assistance.

Course Performance: Last week it was reported that English 102 (English Composition) and English 104 (English Composition and Research) were statistically significantly correlated (.44 and .40 respectively) with the CAAP-WS, and that these two courses accounted for a statistically significant amount of the total variance in a simple linear regression (.19 and .16 respectively). In addition to this, students who earned grades of "A" in these classes had the highest mean scores on the CAAP-WS. To this writer, these results appeared logical.

The scores did not, however, conclusively demonstrate that enhanced performance on the CAAP-WS was related to learning in English 102 and 104. (None of the analysis performed is designed to show cause and effect.) To increase the understanding of students' CAAP-WS performance, grades on other 100 level courses were investigated. The courses used in this analysis were not randomly chosen, but rather were chosen to allow distribution for various colleges, each enrolling significant numbers of students in comparison to English 102 and 104. The courses included are Psychology 101 (Introduction to Psychology), Sociology 101 (Introductory Sociology), Music 113 (Music Appreciation), and Math 107 (Intermediate Algebra). Table I lists the results of a bivariate correlation of course performance with CAAP-WS, as well as the coefficient of correlation (r2) from a single linear regression, the mean score of those students who achieved letter grades of "A", and the proportion of students who earned a letter grade of "A."

Not surpassingly, Math and Music Performance do not appear to be associated

Course	Correlation▲	r^2 ■	$\bar{x}$ of "A"s	"A"> mdn	% of "A"s
ENG 102	.44	.19	65.14	71%	35%
ENG 104	.40	.16	65.41	66%	34%
SOC 101	.49	.24	65.64	70%	17%
PSY 101	.41	.16	65.53	74%	32%
MUSIC 113	.21	0	63.00	45%	80%
MATH 107	.21	.04	65.65	68%	17%



▲ Correlation = measure of the relationship between variable and CAAP-WS scores.
■ r^2 = measure of linear association, indicating the amount of total variance accounted for by the variable.

with writing skills. Why then are Psychology and Sociology? In fact PSY 101 and SOC 101 at first appear to better prepare students in writing than do English courses. Do these courses require extensive writing? The answer may be that these classes award proportionally fewer "A" grades, and students who receive high grades may, logically, score higher on an achievement test.

Demographics: Student performances on the CAAP-WS were analyzed by age, gender, ethnicity, high school grade point average (HSGPA) and cumulative grade point average at Eastern (CUMGPA). Traditional age students (18 years of age at matriculation) scored higher on the CAAP-WS than did reentry students (over the age of 23 at matriculation), and 2% of the total variance was accounted for by this variable. As previously reported, on average women scored higher than men (64.01 to 61.82) and gender accounted for 5% of the total variance. White students scored higher than ethnic minority students (12% of the total variance accounted for when students were grouped as either ethnic minority or White). High School and ENMU grade point averages accounted for 3% and 19% of the variance, respectively. (Readers are reminded that each of the simple linear regressions performed were independent, and summing variance scores would not lead to an accurate description of the data.)

Other Variables: Students who had, or felt that they needed, remedial coursework in English and reading were examined. However there were too few of these students for meaningful analysis. The ten students (of 668) whose goals as first time freshmen included to "write original works" averaged 68.5 on the CAAP-WS. Students who rated their overall academic ability and writing skills at above average, scored better than the entire sample of students. The mean CAAP-WS scores were 66.54 and 65.67.

Conclusion: A large amount of data has been summarized in this report. An attempt has been made to report how different variables can be associated with CAAP-WS. In brief, the following variables are most closely associated with students scores on the CAAP-WS (in order): English 102, Psychology 101, CUMGPA, Sociology 101, English 104, Students' self rating of Writing Ability, and Students' self-rating of Academic Ability. (This analysis was conducted through a step-wise analysis of regression).

Not surprisingly, students with a history of above average performance, performed best on the CAAP-WS! As this writer has heard more than one faculty member observe, "good students do well." The reverse, apparently, is also true. Some might propose that the solution lies in recruiting higher achieving students! This writer proposes that the performance of "average" and "below-average" students should be monitored in subsequent administrations of the CAAP, and in anticipation of this cohort's improved performance, the campus can point with pride at their achievement.

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E A S T E R N N E W M E X I C O U N I V E R S I T Y

Assessment Resource Office
Station 9

Volume 1, No. 10 Published by Assessment Resource Office, Eastern New Mexico University Date: 3-27-95

MATHEMATICS AND CAAP REPORT CARD

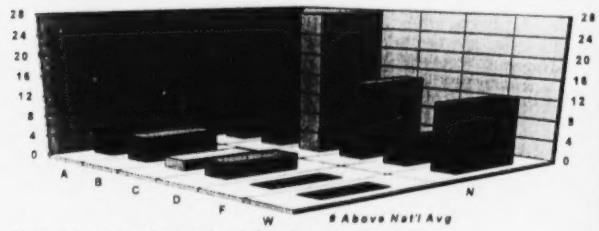
Data collected by Bill Calton, Fall, 1994,
as part of the institutional assessment effort.

The following tables were compiled by looking at the "rising juniors" who took the CAAP in 1993. I was able to match 536 students with transcripts. Some students do not carefully code their social security numbers and there may be problems with electronic readers.

I have taken the "national average" on the CAAP to be the raw score at which 50% of students are "at or below." The comparison is with sophomore students at four-year public colleges as reported by ACT.

Of the five exams which make up the CAAP--writing skills, math, reading, critical thinking, and science reasoning--ENMU students are weakest, relative to national norms, in mathematics. Sixty-five (65) percent of the students taking the exam scored below the national average (349 of 536). There were 95 students who had taken no mathematics or statistics at ENMU. It is possible that some of these had transferred credits or are putting off the requirements to the last two years. Seventy-three (73) percent of these students scored below the national average.

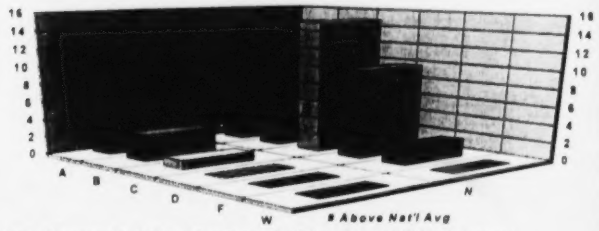
Students who took Math 107 but not Math 110



Note: 68 received a grade of C or better
12/68 = 18% above National Average

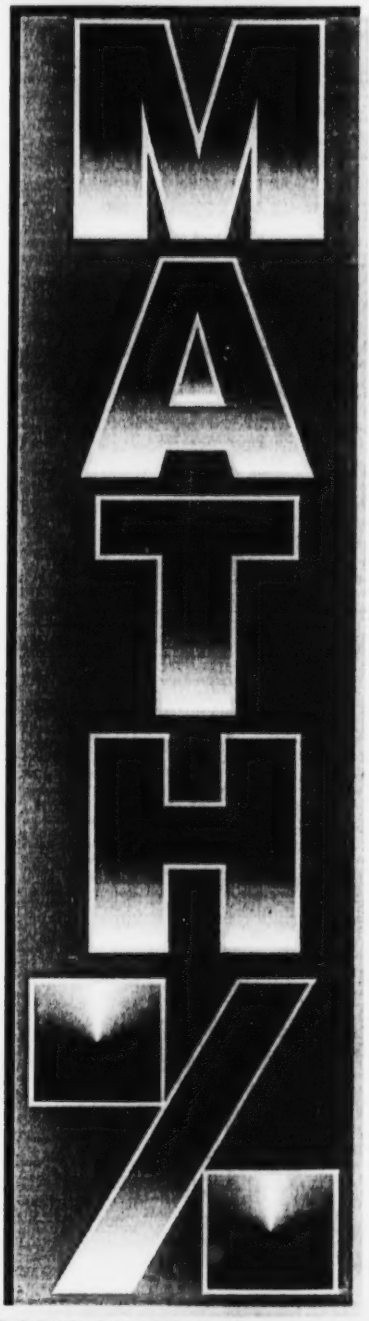
Grade	N	#Above Nat'l Avg
A	13	5
B	27	5
C	28	2
D	15	3
F	5	0
W	13	0

Students who took Math 261



Note: 12 received a grade of C or better-(2 of these 7 had add'l Math Courses)
5/32 = 22% above National Average

Grade	N	#Above Nat'l Avg
A	7	3
B	11	3
C	15	1
D	10	0
F	2	0
W	0	0



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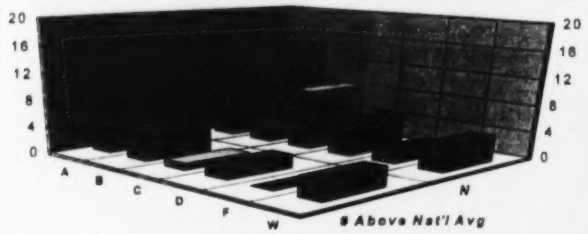
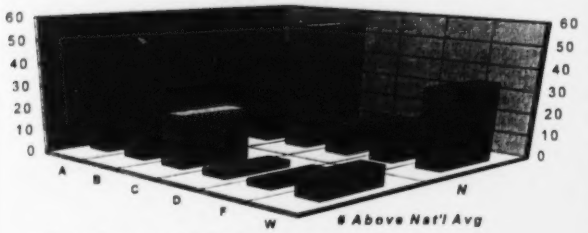
Students who took STAT 213 but not MATH 110



Note: 44 received a grade of C or better.
14 / 44 = 32% above National Average

Grade	N	#Above Nat'l Avg
A	20	9
B	15	4
C	9	1
D	5	2
F	2	0
W	4	3

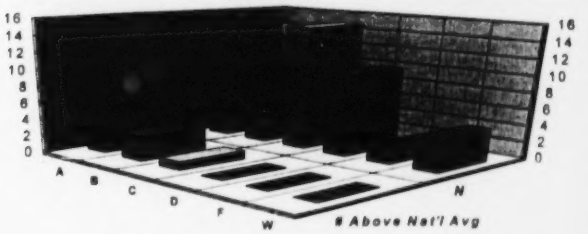
Students who took MATH 110



Note: 133 received a grade of C or better
78 / 133 = 59% above National Average

Grade	N	#Above Nat'l Avg
A	32	24
B	45	31
C	56	23
D	14	3
F	16	3
W	35	9

Students who took MATH 113 but not Math 110



Note: 33 received a grade of C or better
7 / 33 = 21% above National Average

Grade	N	#Above Nat'l Avg
A	7	3
B	11	3
C	15	1
D	10	0
F	2	0
W	4	0

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ENMU CAMPUS ENVIRONMENT AS MEASURED THROUGH FIRST TIME STUDENTS

In past issues of the DATAWave, many aspects of student characteristics, achievement, and performance have been reported and discussed. These results have provided only a partial description of our student body.

To add to our understanding, this issue will examine incoming students as they influence the Eastern campus environment, thus, allowing an exploration of how incoming freshmen compare on ratings of intellectual self-esteem, permissiveness, altruism and social activism, and materialism and status. A more accurate comparison of ENMU students (year-to-year and between institutions) could be presented through a better understanding of the social environment. These data will be particularly insightful when, and if, in the future they can be compared with the responses of graduating students.

In his 1993 book, *What Matters in College: Four Critical Years Revisited,* Alexander W. Astin proposed the use of the Cooperative Institutional Research Project (CIRP) Freshman Survey as a means to measure several peer factors of incoming students (listed and summarized below). These factors are, in turn, thought to effect campus environment. A comparison to national norms are unavailable at this time; however, there remains the opportunity to investigate what, if any, change has occurred among Eastern's freshmen, and its assumed impact on the campus environment.

For the purposes of this report, the formula used to produce the results in Tables I and II is as follows: responses to the variables included were summed, divided by the number of variables, and where necessary, responses were weighted to promote comparison.

Intellectual Self-esteem: Students' responses on self-ratings of academic ability, public speaking ability, drive to achieve, leadership ability, intellectual self-confidence, writing ability, mathematical ability, and the extent to which the students intended to apply to an academic honor society were used.

Permissiveness: Students' responses on the abortion issue, marijuana legalization, and unmarried couples' sexual behavior were combined for this scale.

Altruism and Social Activism: This score is calculated by figuring students' desire to participate in a community action program, promote racial understanding, influence social values, help others in difficulty, and become involved in environmental clean up.

Materialism and Status: Students' responses on their desires to become very well off financially, attend a university in order to make more money, become successful in their own business, become an authority in their own field, obtain recognition from their colleagues, and have administrative responsibility for the work of others were used for this scale.

(Continued on the next page ...)

Table I: SUMMARY BY YEAR

	Mean	S.D.	1987	1988	1989	1990	1991	1992	1993	sig. F
Intellectual Self-Esteem	3.25	0.62	3.23	3.27	3.27	3.24	3.26	3.31	3.22	0.44
Permissiveness	2.62	1.02	2.55	2.50	2.52	2.71	2.65	2.75	2.75	0.00
Altruism & Social Activism	3.08	0.81	2.95	n/a	3.07	3.16	3.08	3.14	3.13	0.00
Materialism and Status	2.95	0.63	2.95	n/a	2.95	2.95	2.88	2.92	3.01	0.08

Table II: SUMMARY BY GENDER & ETHNIC MINORITY STATUS

	Mean	S.D.	all men	all women	sig. F	non ethnic minority	ethnic minority	sig. F
Intellectual Self-Esteem	3.25	0.62	3.31	3.21	0.00	3.32	3.13	0.00
Permissiveness	2.62	1.02	2.77	2.49	0.00	2.65	2.55	0.00
Altruism & Social Activism	3.08	0.81	3.02	3.13	0.00	3.02	3.19	0.00
Materialism and Status	2.95	0.63	3.01	2.89	0.00	2.91	3.00	0.00

Results. Students' intellectual self-esteem has been remarkably consistent over the seven years of the CIRP's administration; and not surpassingly, men and non-ethnic minorities are more confident than women and ethnic minorities. This writer suspects that these results are due to acculturation issues and not actual abilities. Permissiveness has shown an increase (not necessarily steady) over time, but it is unclear why dominant groups scored higher in this area. These results also suggest that the campus has become increasingly altruistic, and women and ethnic minorities assess as more altruistic than their counterparts. Materialism has shown a slight increase over time, but not at a statistically significant level. Men were more materialistic than women, and ethnic minorities more so than non-ethnic minorities.

Conclusion. As measured by the values, attitudes, and goals of incoming freshmen, the environment of ENMU has been very stable, with a slight increase in permissiveness and altruism. Women and men, and dominant versus ethnic minorities, represented statistically different populations when mean scores were compared.

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HIGHLIGHTS OF THE NORTH CENTRAL ASSOCIATION ANNUAL MEETING

by, Alec M. Testa, Coordinator
Assessment Resource Office

Recently I attended the Annual Meeting of the North Central Association-Commission on Institutions of Higher Education. Upon returning from this conference, several of my colleagues inquired if I learned anything. It has taken me a few days to form a response. What I learned is:

- ✦ NCA continues to encourage flexibility in the development of assessment efforts, which paradoxically do not facilitate precise directions.
- ✦ Eastern's efforts at discipline based assessment are as strong as any I reviewed, saw presented, or discussed;
- ✦ The relationship between the academic outcomes assessment plan, overall institutional assessment, and the self-study;
- ✦ At Eastern we need to do more to share the results of our assessment activities;
- ✦ We need to do more to involve students in our assessment efforts;
- ✦ NCA's observation of Desirable Qualities of Assessment Tools; and,
- ✦ NCA's observation of Fine Qualities of good assessment plans.

I'd like to use this issue of the DATAWave to discuss each of these points. To the non-faculty reader, I'd encourage you to read on, as assessment ***does include you***. Not only because your office or program will be directly involved, but as members of a community of learners you share in this responsibility.

Flexibility

It is difficult to find absolutes in the assessment field. Often I'm reminded of the parable which counsels that "the blind lead the blind into a ditch." I can only share with you that all indicators are we are doing the right thing. To support this, I am sending out the chapter on assessment to all department chairs, and have included in side bars the Five Evaluative Questions For Assessment Plans, and the *Hallmarks of Successful Program to Assess Student Academic Achievement* (all from the Handbook of Accreditation:1994-1996). This flexibility also is associated with lower objectivity, which makes it more difficult to know what objective measures we need to meet.

Eastern's Efforts

In the fall of this academic year, the Assessment Committee adopted a framework for the development of outcomes assessment plans. Our plans are characterized by a mission statement that is consistent with that in the catalog, a program goal that is consistent with the mission statement, intended outcomes/objectives, assessment criteria and procedures, and plans for implementation. This format allows us to address many of the Hallmarks and previously reported characteristics of effective plans. As I review the efforts of other institutions, many of which have been approved, I believe that once fully implemented, we can be proud of our plans.

Academic/Institutional Assessment and the Self-Study

Most of us are aware that a plan for academic assessment is to be submitted to NCA in June. Assessment does not end here. NCA has clearly articulated that both institutional effectiveness and academic assessment are to be addressed. Much of the work accomplished in the development of academic outcomes will be suitable for addressing Criteria Three and Four of the Self-Study. But it does not stand alone in our assessment and effectiveness efforts. I suspect that as an institution, we best serve ourselves and constituencies by replicating our assessment activities for all University departments and programs...from Housing to Accounting to Academics to Building and Grounds.

Sharing Results

Eastern is positively regarded for its assessment efforts that demonstrate commitment and innovation. We have not done a very good job of sharing the results of assessment with students and others. Neither have we done a particularly good job of showing the changes that have occurred in our programs because of assessment, though it certainly exists.

An example would be our nine year commitment to assessing general education. While this data has been reviewed by many, it has not been systematically shared. Though this newsletter is a small effort to address this concern, all members of the institution must conscientiously share their results, to make public the areas where they excel and the areas that need improvement.

Involving Students

Students need to not only be involved in the planning of our efforts, but encouraged to actively and positively participate. I would suspect that the biggest barrier to this is

the attitude towards assessment of some staff, faculty, and administration. Each of us are responsible to convey to students that assessment will lead to institutional improvement. I write this because Everett Frost and George Mehaffy have assured me that this is so.

Desirable Qualities of Assessment Tools

Associate Directors Spangehl and Mason of NCA presented a progress report on assessment. I felt their comments on assessment tools was worth repeating. First, it was pointed out, that there are no specific instruments and procedures. Second, varied and multiple approaches to assessment are encouraged. Third, it is desirable to ensure that the tools (measures) are appropriate. Fourth, it is important to determine that the measures are realistic--i.e., can they be managed, and supported. Finally, it is important to ensure that the measures occur with appropriate frequency.

Fine Qualities of Good Assessment Plans

Spangehl and Mason also share some qualities of good assessment plans, which in some cases emphasize what I have already written, but nonetheless are worth repeating. The qualities they mention are:

- Evidence of strong faculty buy-in, and plan for continued faculty oversight are present;
- Provision for looping of assessment results back into the decision making process, allocation of resources, faculty development and curricular development;
- Provide for good administrative support and oversight;
- Keep realistic timelines;
- Are not overly decentralized;
- Do not confuse measures of student learning with measures of institutional effectiveness (e.g., retention is not a measure of learning).

Conclusion

The history and current improvements of Eastern's assessment practice is excellence. Continued commitment of all members of the campus is very much required. My visit to the NCA Annual Meeting confirms this, and I am pleased to share these results with my colleagues.

NCA Hallmarks of Successful Programs to Assess Student Academic Achievement

- ✓ *Flows from the institution's mission and educational purposes.*
- ✓ *Emerges from a conceptual framework.*
- ✓ *Is marked by faculty ownership and responsibility.*
- ✓ *Has institution-wide support.*
- ✓ *Relies on multiple measures.*
- ✓ *Provides feedback to students and the institution.*
- ✓ *Is cost-effective.*
- ✓ *Does not restrict or inhibit goals of access, equity, and diversity established by the institution.*
- ✓ *Leads to improvement.*
- ✓ *Includes a process for evaluating the assessment program.*

Five Evaluated Questions for Assessment Plans

1. To what extent has the institution demonstrated that the plan is linked to the mission, goals, and objectives of the institution for student learning and academic achievement, including learning in general education and in the major?
2. What is the institution's evidence that faculty have participated in the development of the institution's plan and that the plan is institution-wide in conceptualization and scope?
3. How does the plan demonstrate the likelihood that the assessment program will lead to institutional improvement when it is implemented?
4. Is the timeline for the assessment program appropriate? Realistic?
5. What is the evidence that the plan provides for appropriate administration of the assessment program?

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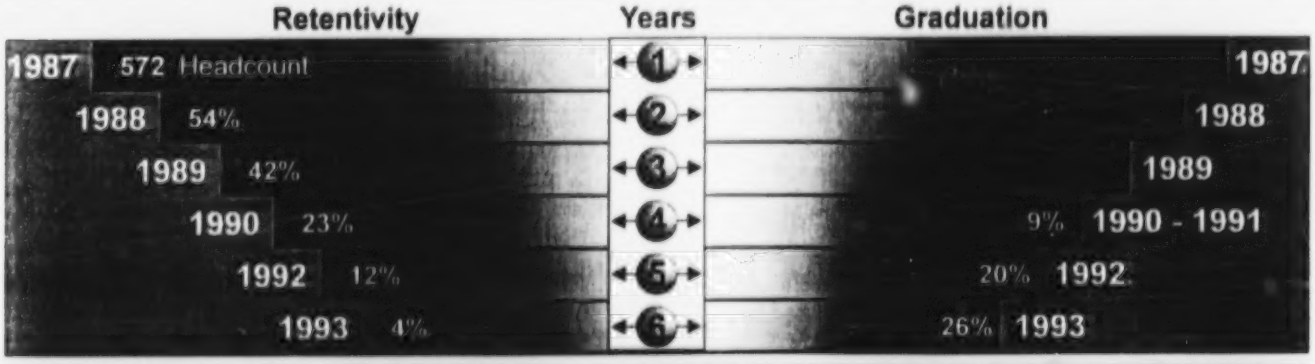
Volume 1, No. 13 Published by Assessment Resource Office, Eastern New Mexico University Date: 4-17-95

Re ten tion... Re ten tive ly... Re ten tive ness... Re ten tiv i ty

An analysis offered by the Office of Planning Services

The "bottom line" of higher education success, a measure of who arrives and then leaves (often these days) without the college degree. Retention is the "magic word" of American Dream institutions. Ideally, retention rates should be as close to one hundred percent as possible until graduation. The dream would have one hundred percent of our students graduating at the end of four-years or less. In reality though, retention rates are much lower than desirable and meld or fuse into graduation rates at a significantly slower than desirable pace.

Using 1987 as the base year, 572 full-time, degree-seeking, first-time freshmen entered Eastern New Mexico University. After one year



	Class of '87		Class of '88		Class of '89		Class of '90		Class of '91		Class of '92		Class of '93	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All students	572	54	620	58	567	57	587	56	573	58	561	54	515	54
Men	275	48	277	49	258	52	293	52	255	51	244	46	251	47
Women	297	59	343	65	309	61	294	61	318	64	317	62	264	61
Whites	398	56	452	59	406	59	379	60	370	60	366	58	349	58
Blacks	52	35	25	48	27	48	40	35	34	56	18	72	10	40
Asians	7	57	4	100	2	0	8	50	8	63	3	67	5	40
Hispanics	100	56	124	56	118	55	138	52	147	54	162	49	133	48
Am Indians	11	45	12	58	12	33	18	61	13	69	10	30	17	47
Nonres Alien	4	25	3	67	2	50	4	50	1	100	2	0	1	0

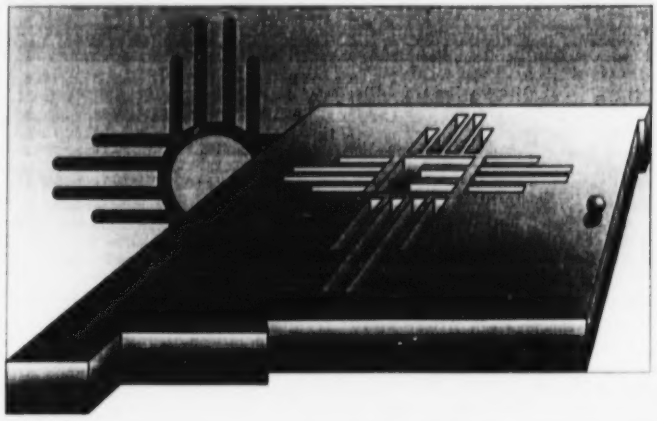
 # = Number matriculated, % = Percentage retained after one year.

only a little more than half (54%) remained as active students. This disappointing ratio diminishes each year (42%, 23%, 12%, and 4% respectively), but after three or four years are there any students remaining?

Graduation rates at the fourth year are 9%. The bulk of the original population graduate during the fifth and sixth year, 20% and 26% respectively. 55% of the original population finally finish after six years and only 4% continue to struggle on towards a degree. The bottom line is less than one in ten students of the base year (1987) graduated within four years and less than one out of four actively continued to pursue a degree after four years.

The figure accompanying this article attempts to illustrate retentivity compared to graduation rates. When retentiveness is analyzed by sex and ethnicity, vast differences are evident. For example, 59% of the students who remained after one year were women, while 56% and 57% of Hispanic and Asian students (respectively) continued to seek degrees. While the discussion for this article center on the year 1987, data for each successive year was also analyzed. Generally, data for the groups (sex and ethnicity) revealed constant values. That is, there are relatively minor fluctuations within the ratios except for Black students as a group. Using years 1991, 92, and 93, first year retention rates are 56%, 72%, and 40% respectively. This was one of the widest spreads of the study particularly when considering the number of students involved (among Asian students in year 1989 only 2 entered and both left after one year).

Data for this article was originally drawn for a longitudinal study by the Office of Planning Services and then submitted to the University of Oklahoma. Complete copies are available from the Assessment Resource Office.



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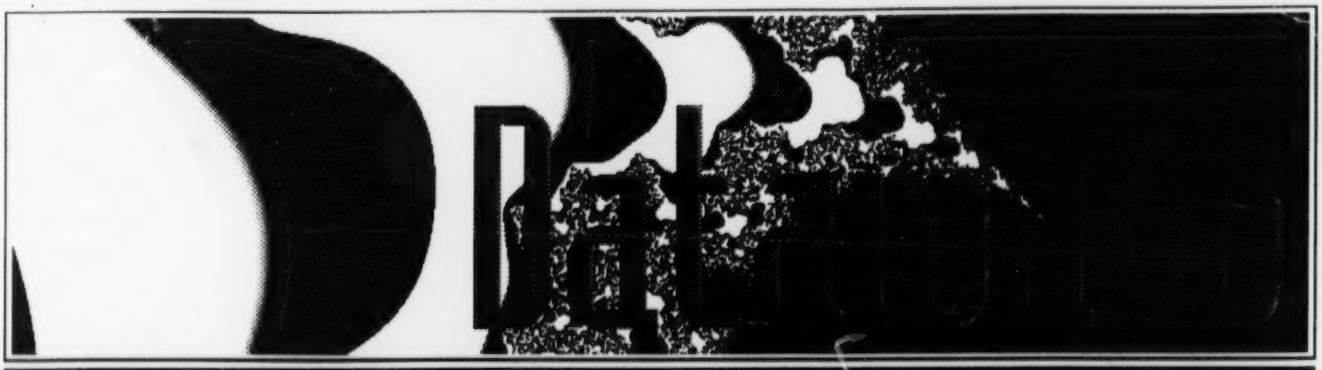

Volume 1, No. 14 Published by Assessment Resource Office, Eastern New Mexico University Date: 4-24-95

Student Satisfaction Inventory -- Preliminary Results

In November of 1994 the Student Senate of ENMU Student Concerns Committee (SCC) approached Vice-President Mehaffy about surveying the student body regarding their satisfaction with campus services and programs. Dr. Mehaffy endorsed the students interest, and referred the SCC chair, Frank Fort, to the Assessment Resource Office (ARO). The ARO provided the SCC with examples of a number of commercial instruments, and the SCC chose the Student Satisfaction Inventory.

The SSI measures students' satisfaction with a wide range of college experiences. Students rated 73 items on a seven point Likert-type scale by how important it was to them personally, and their level of satisfaction. These items are used to compose 12 different scales (these scales are described below).

Arrangements were made to administer the SSI during the second and third week of the Spring 1995 semester. Sixty-three classes were identified, chosen to ensure a sample that well represented each college at the University, and each of the student levels. One thousand and eighty-five students completed the SSI. Men composed 40.67% (n=423) of the sample, women made up 59.33% (n=617), and 45 students did not indicate their gender. Sixty-four of the students were 18 and younger, 660 between the ages of 19 and 24, 189 between the ages of 25 to 34, 88 were between 35 and 44 years of age, 40 were over 45, and 44 individuals did not indicate their age. Freshmen composed 18.01% of the sample, sophomores 19.73%, juniors 21.36%, seniors 36.59%, and graduates and 'others' made up 4.31%. The majority of students were full-time (89.43%), day-time students (94.68%), and intend to earn at least a bachelors degree (95.63%). For those interested in more descriptive data, it is available at the Assessment Resource Office. Normative and psychometric information is also available.

Results from 11 of the 12 scales can be found in the table. The definition of the scales are:

•*Academic Advising Effectiveness* assesses the comprehensives of the academic advising program. Academic advisors are evaluated on the basis of their knowledge, competence and personal concern for student success, as well as on their approachability.

•*Campus Climate* assesses the extent to which the institution provides experiences which promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of the institution's channels of communication for students.

•*Campus Life* assesses the effectiveness of student life programs offered by the institution, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perceptions of their rights and responsibilities.

•*Campus Support Services* assesses the quality of the support programs and services which students utilize in order to make educational experiences more meaningful and productive. This scale covers areas such as tutoring, the adequacy of the library and computer labs, and the availability of academic and career services.

•*Concern for the Individual* assesses the institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, counselors, residence hall staff) are included in this assessment.

•*Instructional Effectiveness* assesses students' academic experience, the curriculum, and the campus' overriding commitment to academic excellence. This comprehensive scale covers areas such as the variety of courses offered, the effectiveness of faculty in and out of the classroom, and the effectiveness of adjunct faculty and graduate teaching assistants.

•*Recruitment and Financial Aid Effectiveness* assesses the institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

•*Registration Effectiveness* assesses issues associated with registration and billing. This scale also measures the institution's commitment to making this process as smooth and effective as possible.

•*Responsiveness to Diverse Populations* assesses the institution's commitment to specific groups of students enrolled at the institution (e.g., underrepresented populations, students with disabilities, commuters, part-time students, and older returning learners).

•*Safety and Security* assesses the institution's responsiveness to students' personal safety and security on campus. This scale measures the effectiveness of both security personnel and campus facilities.

•*Service Excellence* assesses the perceived attitude of staff toward students, especially front-line staff. This

scale pinpoints the areas of campus where quality service and personal concern for students are rated most favorably and least favorably.

•*Student Centeredness* assesses the campus' efforts to convey to students that they are important to the institution. This scale measures the extent to which students feel welcome and valued.

In this preliminary report, individuals will be allowed to make their own understanding of the results reported in the table. Over the summer, the ARO will conduct more in-depth analysis and report these to the campus community through the DATAWave, and specific reports to responsible areas. These results will be used by the Students Concern Committee to pinpoint areas where students concerns are the highest. The SCC will work with campus administrators to build campus improvement. Furthermore, members of the SCC will join a subcommittee of the NCA Self-Study to address areas of concerns. Other administrators of Eastern have copies of the SSI results in order to begin addressing students' needs. Finally, departments and programs that would like more specific information, or results for any number of possible independent variables, should contact Dr. Alec Testa at the Assessment Resource Office.

	WHAT'S IMPORTANT?		SATISFACTION LEVEL	
	ENMU	4 Year Inst.	ENMU	4 Year Inst.
Academic Advising	6.39	6.32	5.16	5.08
Campus Climate	6.02	6.02	4.77	4.9
Campus Life	5.5	5.41	4.52	4.68
Campus Support Services	6.12	6.04	4.93	5.03
Concern for Individual	6.05	6.01	4.82	4.82
Instructional Effectiveness	6.34	6.28	5.01	5.12
Recruitment & Financial Aid	6.12	5.97	4.29	4.59
Registration Effectiveness	6.23	6.19	4.64	4.84
Safety & Security	6.17	6.24	4.48	4.49
Service Excellence	6.05	5.98	4.58	4.76
Student Centeredness	5.97	5.99	4.88	4.93

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E A S T E R N N E W M E X I C O U N I V E R S I T Y

Assessment Resource Office
Station 9

Volume 1, No. 15 Published by Assessment Resource Office, Eastern New Mexico University Date: 5-1-95

DATAWAVE SUMMARY

Sometime during the Fall 1994 semester, it occurred to me that it would be a good idea to prepare a weekly bulletin to inform the campus of assessment activities and results. To my mind, this seemed an appropriate alternative to creating large reports which, I suspect, for the most part would go unread. I have learned from several readers that they agree. As this semester comes to a close, I will use this last issue of Volume One of the DATAWave to summarize some of the findings reported over the past 14 editions.

The first edition of the DATAWave greeted you as you returned from winter recess. Primarily, it listed the reason for the development of both the DATAWave and the Assessment Resource Office. In that issue, I stated that the DATAWave was developed to "stimulate campus conversation among faculty, administrators, and professional staff, to increase the use of existing data, and to inform the campus community on assessment issues." From the comments of readers I have spoken with, it seems the DATAWave has served its principle service. No doubt many who receive this bulletin immediately launchfile it, or place it in an ever growing "to be read stack." I do know, however, that I am reaching **YOU.**

CIRP data became the focus of the next two editions of the DATAWave. From this we discovered (or confirmed) that students most often choose to attend ENMU because of: low tuition, good academic reputation, the size of the college, financial aid, and a good solid reputation. It was interesting to observe how consistent these reasons were over the seven years of the CIRP data reported. In examining students' views and opinions, it appeared that ENMU freshmen are able to consistently hold both traditionally conservative and liberal viewpoints. For example, more than half of the sample believed it is appropriate to legalize abortion, while not agreeing that sex among unmarried couples was appropriate. Again, these reports were very similar year-to-year. From these two issues, it was also learned that readers wanted comparisons to national norms! An effort was made to accommodate those readers!

In February, with edition number four, the DATAWave began to explore the data from the Collegiate Assessment of Academic Proficiency (CAAP). It was learned that ENMU students are comparable to the National mean on the CAAP scale scores, but for the most part did not exceed it. It was interesting to note that women scored higher than men on measures of writing and reading, while the reverse was true for mathematics and science. Also, native students scored higher than those who transferred to Eastern. When scores were compared by college, students scored higher on the expected scales--e.g., COB had the highest math average, while CLAS had the higher reading average. The scores for ethnic minority students were found to generally be lower than those of white students.

Later editions of the DATAWave also looked at many other variables in order to gain an understanding of CAAP scores. Performance in General Education, English, and Mathematics courses were positively associated with CAAP scores. However, so was performance in other General Education courses! Other variables that were associated with CAAP performance were students' self-evaluations of their abilities, and their ENMU cumulative grade point average. Not satisfied with the explanation that "good students do well," Dr. Calton and I will continue to explore CAAP results in order to assist the University in using this tool to improve teaching and learning.

When examining students' perceived needs for remedial assistance, it seemed that more and more first-time freshmen lack confidence in their academic ability. It was speculated that students may increasingly anticipate more academic rigor, or they perceive themselves as poorly prepared. It seemed that a strong case was made to increase the availability of remedial assistance and developmental courses.

In edition number seven, the academic expectations of freshman students was investigated. This again relied on the use of CIRP data. It was discovered that there was much variance in how students estimate their abilities--that is not to say that this is not a reliable measure.

An article that was particularly enjoyable for this writer to prepare addressed measures of the campus environment as indicated by student CIRP

responses. Like previously mentioned reports of CIRP data, the results were very significant--though there have been slight increases in permissiveness and altruism. It was interesting to observe that when gender and ethnic subgroups were compared, there were significant statistical differences.

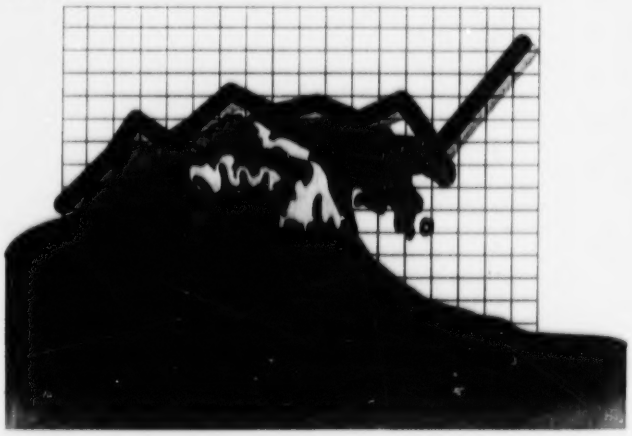
Not so long ago, I reported on what I learned at the NCA Annual meeting. I could summarize that entire issue by observing that NCA is interested in assessment permeating campus culture. Those of you still in your chairs can be encouraged because so much of what we do at Eastern already reflects this. It is hopeful that we can continue to do what we can to improve student learning and development.

Recently, I had the opportunity to review retention rates of each of the publicly supported institutions of higher education in the state of New Mexico. This occurred after the Office of Planning and Analysis reported retention figures in the DATAWave. On the one hand, Eastern compares favorably with the other institutions. On the other hand, so what!? Hopefully the entire institution will become more and more aware of retention figures, and actively respond to improve. It is this writer's observation that this is a concern of each of us as educators, taxpayers, and citizens.

Last week, results of the Student Satisfaction Inventory were reported. There is still much more analysis and application of this material that can and will occur. Apart from statistics, one observation is offered: student satisfaction is a responsibility of all campus employees. I know this because my secretary constantly reminds me to play well with others. Therefore, after careful initial analysis, I would observe that student satisfaction will improve in proportion to the care and consideration given them.

In conclusion, thank you. Thank you for the many kind remarks made about the DATAWave, as well as the helpful observations ("more words, less charts"), and those of you who reported errors. Thank you also for the kind reception given to the entire Assessment Resource Office staff in this our first year of operating. Thank you to my staff, De, Salman, and Judy whose diligence made this endeavor a successful one.

The DATAWave will be back in the fall...and so will I! I would like for those of you who have conducted studies on student learning, development, or related topics to consider sharing your results in the DATAWave. Next week, the DATAWave assessment survey!



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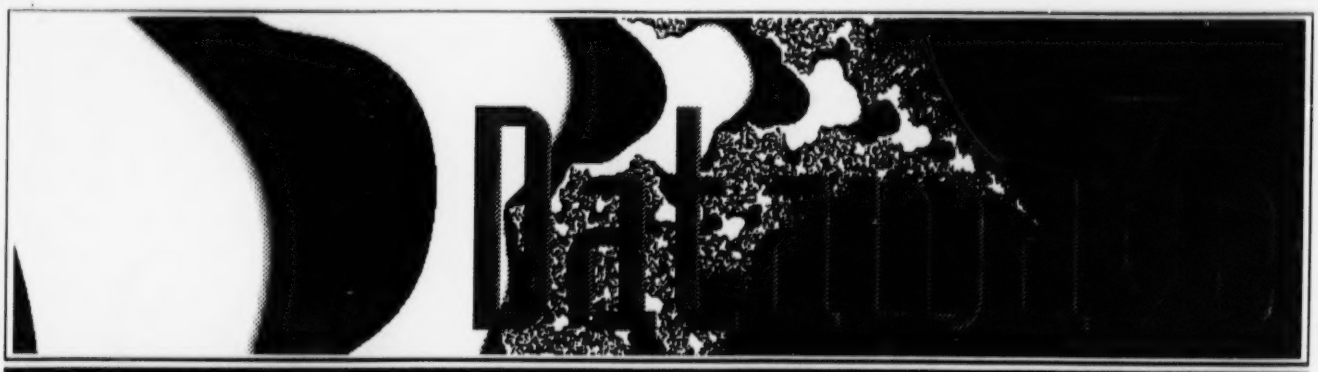

Volume 1, No. 16 Published by Assessment Resource Office, Eastern New Mexico University Date: 5-8-95

ASSESSING ASSESSMENT

There is a small irony in the fact that with this issue you are being asked to assess the Assessment Resource Office and the DATAWave. As has often been written and said of late, the purpose of assessment is to learn what things we are doing well, and in what areas do we need to improve. Your participation is appreciated.

You will notice that this issue of DATAWave has been delivered with a return envelope. This has been done to ensure confidentiality. Please return this survey at your earliest convenience. Results will be reported in the Fall.

1. My employment classification is:

☐ Faculty member ☐ Administrator ☐ Staff member

2. I read the DATAWave:

☐ never ☐ occaisonally ☐ half the time ☐ frequently ☐ always

3. In general, I find the information in DATAWave to be useful:

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

4. I believe the information in DATAWave is presented clearly:

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

5. I believe the presentation of information in DATAWave is technical:

☐ strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

6. In the DATAWave, I prefer more of:

☐ words ☐ pictures, graphs, charts ☐ about equal of both

7. On a scale of 1-5, with 1 being low and 5 being high, please rate your interest in the following:

____ Student learning as measured by the CAAP
____ General information on how to do assessment
____ Student's values and attitudes at ENMU
____ Student's development and growth at ENMU
____ Student satisfaction inventories
____ Theory on student learning
____ Theory on student development and growth

8. During the last academic year, my contact with the Assessment Resource Office was:

☐	☐	☐	☐	☐
none	seldom	infrequent	frequent	very frequent

9. I rate the services of the Assessment Resource Office:

☐	☐	☐	☐	☐
poor	fair	good	very good	excellent

10. I rate the responsiveness of the Assessment Resource Office:

☐	☐	☐	☐	☐
poor	fair	good	very good	excellent

11. I rate the knowledge, skills, and abilities of the Assessment Resource Office as it pertains to assessment:

☐	☐	☐	☐	☐
poor	fair	good	very good	excellent

You are welcome to make additional commments:

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